R E P O R T R E S U M E S

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REGIONAL CENTER FOR COLLECTION, SYNTHESIS AND DISSEMINATION OF CAREER INFORMATION FOR SCHOOLS OF SAN DIEGO COUNTY.

BY- GERSTEIN, MARTIN HOOVER, RICHARD
AMERICAN PERSONNEL AND GUIDANCE ASSN., WASH., D.C.

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THE PURPOSE OF THIS REGIONAL CENTER IS TO DEVELOP AN EFFICIENT SYSTEM OF PROVIDING CAREER INFORMATION TO SAN DIEGO COUNTY SCHOOLS. SIX JUNIOR COLLEGES ARE PARTICIPATING IN THE PILOT PROJECT. THE PROGRAM IS DIVIDED INTO TWO PHASES. THE FIRST IS THE COLLECTION AND SYNTHESIS OF OCCUPATIONAL INFORMATION BASED UPON STUDENT AND COUNSELOR PERCEPTIONS OF WHICH OCCUPATIONAL INFORMATION IS MOST VALUABLE, THE PREPARATION OF DATA ABOUT 55 OCCUPATIONS IN HOSPITAL CAREERS, THE DEVELOPMENT OF A WORKABLE, EFFICIENT, ECONOMICAL SYSTEM OF DISSEMINATION AND RETRIEVAL, AND THE PREPARATION OF AUXILIARY MATERIALS. THE SECOND IS THE EVALUATION OF THE EFFICACY OF THE "VIEWSCRIPT" MATERIAL IN ORDER TO REFINE THE CONTENT OF THE CARD MATERIAL, AND TO TEST THE EASE OF USE AND ACCEPTANCE BY STUDENTS AND FACULTY. A DESCRIPTION OF THE EQUIPMENT, MATERIALS, INSTRUCTIONS FOR THEIR USAGE, AND EVALUATION IN THE SCHOOLS PARTICIPATING IN THE PILOT PROJECT IS INCLUDED. THE FUTURE ACTIVITIES OF THE CENTER WILL INCLUDE EXPANDING THE "VIEWSCRIPT" APPROACH TO MANY OCCUPATIONS, FOLLOWING-UP OF GRADUATES OF LOCAL SECONDARY SCHOOL TECHNICAL AND VOCATIONAL PROGRAMS, AND SELECTING OF SECONDARY SCHOOLS TO RECEIVE THE "VIEWSCRIPT" MATERIALS. THIS SPEECH WAS PRESENTED AT THE AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION CONVENTION (SESSION 266, NEW YORK, APRIL 6, 1966). (FS)

SPEECH

FROM A.P.G.A. CONVENTION
AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION
1605 NEW HAMPSHIRE AVE., N. W., WASHINGTON 9, D. C.
U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Session 266

Place - Shoreham Hotel
Tudor Room

Date - April 6, 1966
2:00 - 3:20

Title - REGIONAL CENTER FOR COLLECTION, SYNTHESIS AND DISSEMINATION OF CAREER INFORMATION FOR SCHOOLS OF SAN DIEGO COUNTY

Authors - Mr. Martin Gerstein
Guidance Coordinator
Department of Education
San Diego County

and

Mr. Richard Hoover
Guidance Coordinator
Department of Education
Sand Diego County

HISTORY OF THE PROJECT

The Regional Center for the Collection, Synthesis and Dissemination of Career Information for Schools in San Diego County was established as a pilot project funded in part by the Vocational Education Act-1963 on February 1, 1965. The pilot phase of the project will extend to June 30, 1966 at which time it is hoped that a second, developmental, project will be undertaken to extend and improve the activities undertaken during the pilot phase.

The participating schools in the pilot activity include the six junior college institutions in San Diego County: Grossmont College, Mesa College, MiraCosta College, Palomar College, San Diego City College and Southwestern College and the Department of Education, San Diego County. Many agencies and institutions are participating in the first stages of development of the project. Prominent among them are:

California State Department of Employment
San Diego State College
Hospital Council of San Diego.

The pilot program is divided into two phases. Phase one began on February 1, 1965 and will end on December 1, 1965. Some of the activities in this phase include the Collection and Synthesis of Occupational Information based upon student and counselor perceptions of which occupational information is of most worth (see Appendix A) and the preparation of data about 55 occupations in the area of hospital careers; the

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development of a system of dissemination and retrieval which is workable, efficient and relatively inexpensive and the preparation of ancillary materials such as VIEWPOINT, a document prepared by counselors which describes entry employment in San Diego for use in the counseling process.

Phase two, which will continue until June 30, 1966, will center on the experimental use of VIEWSCRIPT material produced on microfilm aperture cards and placed in the schools for use by students seeking occupational information and counselors advising and counseling students to better educational and vocational decisions. - Careful evaluation of the efficacy of the material will take place. Evaluation instruments will be simple and brief and will be designed to help refine the content in future revisions of the card material. Further, the evaluation will look at the equipment from the point of view of ease of use and acceptance by students and faculty alike. (The pilot run includes information about 55 occupations which are available in hospitals in San Deigo County. This information is reported on 165 aperture cards and includes viewscripts, bibliographic trailer cards, and human resource trailer cards.)

The future activities of the center (for school year 1966-67) will include expanding the VIEWSCRIPT concept to every occupation (non-baccalaureate) for which training is available in San Diego County public schools, the expansion of the summer Career Guidance Workshop, a major follow-up of graduates of local secondary school technical and vocational training programs and the inclusion of selected secondary schools to receive the VIEWSCRIPT materials.

EQUIPMENT AND MATERIALS

Each school will receive for the period of the pilot run:

1 Filmac 100 Microfilm Reader-Printer
1 DuKane Microfilm Reader
1 Flash Filing Tray for Microfilm Aperture Card Storage
2 Sets of 165 Microfilm Aperture Cards
2 Copies of VIEWPOINT - 1965.

Equipment will be serviced, and chemicals and paper for use in the Reader-Printer will be provided by project funds. All counselors will be instructed in the use of the equipment and the interpretation of the VIEWSCRIPT Aperture Card (see **footnote below**). Each Reader-Printer and each reader will have clear instructions regarding their use mounted on the machines so that students can use the equipment by themselves.

USAGE AND EVALUATION

(1) It is expected that the equipment and card file will be placed in the counseling center and used in the counseling center.

(2) For the first month students should be allowed access to the cards and equipment. However, after counselors and advisors become thoroughly familiar with the cards and equipment direct access should be encouraged. If there is a counseling clerk, she might be trained to check out VIEWSCRIPT aperture cards to students.

Footnote: Further supporting data not included in this report because of duplicating expenses.

(3) Some student groups who should be encouraged to use the center include:

a. All students in beginning Psychology courses
b. All students who are Medical Service curriculum majors
c. Students in certain Business Programs
d. Students in certain Trade Programs
e. Undecided students requesting career information (particularly the bibliographic trailer cards).

(4) One way of evaluating will be to ask that a brief check list be completed each time an aperture card is used. This will be accomplished by a simple, direct half sheet list which can be completed in less than a minute.

(5) Structured "compare and contrast" interviews will be conducted by staff members of the County Department of Education with individual students and with groups of students and with counselors and advisors.

(6) Some classes in the medical service program in each school will be asked to react to "ditto" type copies of the information in their particular area of occupational training.

(7) Counselors, California Department of Employment personnel, national authorities in the area of vocational guidance and community advisory personnel will be asked to assist in the evaluation.

APPENDIX A

OCCUPATIONAL INFORMATION QUESTIONNAIRE FOR JUNIOR COLLEGES
OF SAN DIEGO COUNTY
JUNIOR COLLEGE STUDENT SAMPLE - PERCENT OF TOTAL RESPONSES
TOTAL N = 856

General Information

1. Check One	Male	61 (521)	Female	39 (334)			
2. Check your class	Freshman	71 (603)	Sophomore	29 (244)			
3. Check your plans for after junior college	Job	19 (165)	Further education and training	70 (592)	Undecided	11 (94)	
4. Check your past use of career or occupational information	Little or no use	34 (292)	Some use	54 (451)	Great deal of use	12 (100)	

Introduction

Much time, money, and effort have been devoted to the collection, classification, and distribution of occupational information to students. People such as yourself often do not utilize this information. We wish to determine why this is so and what might be done to provide students with the kinds of occupational information most important to them in making career plans.

Your cooperation in completing this questionnaire will help in this effort to determine:

What information about occupations is of the most worth to junior college students.

How it can be prepared in the most meaningful way for junior college students.

How it can be disseminated most effectively for junior college student use.

PART I. WHAT INFORMATION ABOUT OCCUPATIONS IS OF THE MOST WORTH TO YOU?

Instructions for filling out Part I of the Questionnaire

Please indicate how important the following kinds of information about occupations are to you.

RATE EACH ITEM ON A SCALE OF 1 TO 5, PLACING A ✓ IN THE APPROPRIATE BOX WHERE:

1 = NO IMPORTANCE TO ME
2 = LITTLE IMPORTANCE TO ME
3 = SOME IMPORTANCE TO ME
4 = IMPORTANT TO ME
5 = VERY IMPORTANT TO ME.

PERCENT OF TOTAL RESPONSES

A. DESCRIPTIVE INFORMATION ABOUT AN OCCUPATION	No importance to me 1	Little importance to me 2	Some importance to me 3	Important to me 4	Very important to me 5
1. History of the occupation	8	30	36	21	5
2. Social status of the occupation	5	11	34	39	11
3. Contribution of the occupation to society	2	6	23	41	28
4. Dictionary Of Occupation Titles code numbers	28	32	24	12	4
5. Job duties	1	1	7	38	53
6. Tools, equipment, or instruments used on the job.	2	4	14	37	43
7. Other occupations related to the job	1	6	25	43	25
8. Opportunities for advancement	1	1	6	23	69
9. Where employed - major industries, kinds of employers	2	3	12	37	46
10. Physical setting, including safety factors	2	4	18	42	34
11. Social environment	2	5	23	43	27
12. Psychological environment and job satisfaction	0	1	9	33	57
13. Hours of work	2	5	21	44	28
14. Vacations	2	7	31	38	20

B. REQUIREMENTS OF THE OCCUPATION

PERCENT OF TOTAL RESPONSES

Personal Requirements for Getting the Job	1	2	3	4	5
1. Recommended interest patterns	1	6	32	40	21
2. Kinds of aptitudes needed	1	2	18	47	32
3. Kinds of personality needed	1	3	18	46	32
4. Physical factors needed, ("stamina," "normal vision", etc.)	1	5	21	42	31
5. Sex requirements	13	15	28	27	17
6. Age requirements	6	13	29	35	17
7. Grades required in school subjects	2	4	16	37	41

Preparation Requirements for Getting the Job	1	2	3	4	5
1. General education required	*	2	12	45	41
2. School subjects or course of study required	*	2	9	41	48
3. Special training or education required	1	1	6	40	52
4. Requirements for admission to specific schools	2	4	18	37	39
5. Cost, duration of special training or education	2	4	18	35	41
6. Financial aids available	4	11	25	31	29
7. Work experience required	3	5	21	38	33

Special Entry Requirements for Getting the Job	1	2	3	4	5
1. Special licenses, certificates, degrees required	2	4	14	36	44
2. Association, membership required, union or society	9	13	31	30	17
3. Special examinations required	2	6	25	39	28
4. Apprenticeship requirements	7	11	27	34	21
5. Citizenship requirements	26	16	24	19	15

*Less than 1%

C. ECONOMIC INFORMATION ABOUT THE OCCUPATION

PERCENT OF TOTAL RESPONSES

Distribution and Outlook for the Occupation	1	2	3	4	5
1. Number of workers in the occupation	10	20	32	25	13
2. Ratio of men to women in the occupation	23	32	29	10	6
3. Number of workers in the occupation by industry	17	31	33	14	5
4. Geographical distribution of work force	13	22	32	22	11
5. Chances of getting job after meeting entry requirements	1	2	9	33	55
6. Location of current job openings	2	4	12	32	48

Economic Returns of the Occupation	1	2	3	4	5
1. Stability of employment	2	1	6	26	65
2. Beginning earnings, salary increases, peak earnings, lifetime earnings potential	1	2	7	29	61
3. Potential span of working life in the occupation	1	4	12	36	47
4. Cost to worker for uniforms, tools, equipment, instruments, association or union membership, etc.	8	14	30	30	18
5. Fringe benefits, such as retirement plans and insurance (health and life)	3	4	17	33	43

D. GEOGRAPHIC AREA COVERED BY INFORMATION ABOUT AN OCCUPATION

	1	2	3	4	5
1. Information applying to all of San Diego County	4	7	24	32	33
2. Information applying to Souther California	2	8	24	40	26
3. Information applying to the State of California	3	9	34	33	21
4. Information applying to the western region of United States	7	19	34	26	14
5. Information applying to the total United States	12	19	28	19	22

PART II. HOW CAN OCCUPATIONAL INFORMATION BE PREPARED IN A MEANINGFUL WAY FOR YOU?

Instructions for filling out Part II of the Questionnaire

In utilizing occupational information, please rate each item in terms of how well it would present occupational information for your use.

RATE EACH ITEM ON A SCALE OF 1 TO 5, PLACING A ✓ IN THE APPROPRIATE BOX WHERE:

1 = VERY POOR WAY FOR ME
2 = POOR WAY FOR ME
3 = ACCEPTABLE WAY FOR ME
4 = GOOD WAY FOR ME
5 = VERY GOOD WAY FOR ME

E. STYLE AND FORMAT OF THE MATERIAL

Style

1. Use of short, simple sentences
2. Use of lengthy, compound sentences
3. Use of words with few syllables
4. Use of more complex vocabulary
5. Limited use of technical terms
6. Liberal use of technical terms
7. Use of concrete true to life examples to illustrate concepts
8. Use of abstract theoretical examples to illustrate concepts

PERCENT OF TOTAL RESPONSES

1 Very poor way for me	2 Poor way for me	3 Acceptable way for me	4 Good way for me	5 Very good way for me
6	13	45	25	11
8	27	52	11	2
8	25	53	11	3
4	23	46	21	6
6	16	41	29	8
7	30	38	19	6
2	3	24	39	32
12	29	36	15	8

Format

	PERCENT OF TOTAL RESPONSES				
	1	2	3	4	5
1. Use of statistics	6	13	34	29	18
2. Use of charts, graphs, and tables	5	12	35	32	16
3. Use of pictures	4	9	40	29	18
4. Narrative presentation	4	8	38	34	16
5. Story presentation	9	24	41	18	8
6. Straight-fact presentation only	6	16	35	24	19
7. Cartoon or comic book presentation	45	29	18	5	3

PART III. HOW CAN OCCUPATIONAL INFORMATION BEST BE DISSEMINATED FOR YOU?

Instructions for filling out Part III of the Questionnaire

Please rate each item in terms of the way in which you would want to receive occupational information.

RATE EACH ITEM ON A SCALE OF 1 TO 5, PLACING A ✓ IN THE APPROPRIATE BOX WHERE:

1 = VERY POOR WAY FOR ME
2 = POOR WAY FOR ME
3 = ACCEPTABLE WAY FOR ME
4 = GOOD WAY FOR ME
5 = VERY GOOD WAY FOR ME

F. MEDIA FOR DISSEMINATION OF OCCUPATIONAL INFORMATION

	PERCENT OF TOTAL RESPONSES				
	1	2	3	4	5
1. Books such as career fiction novels	25	38	28	7	2
2. Periodicals	2	8	42	37	11
3. Single printed sheet	4	16	44	26	10
4. Booklets	1	4	32	43	20
5. Filmstrips	5	13	32	34	16
6. Motion pictures	5	14	34	29	18
7. Recordings	8	25	39	21	7
8. Attending career conferences	4	12	28	30	26
9. Speaking with successful workers	2	5	20	32	41
10. Classes on career information	5	8	27	32	28
11. Television	7	18	45	20	10
12. Radio	9	24	43	17	7
13. Employer recruitment literature	6	12	35	29	18

PART IV. IN USING OCCUPATIONAL INFORMATION, HOW IMPORTANT IS EACH OF THE FOLLOWING TO YOU?

Instructions for filling out Part IV of the Questionnaire

RATE EACH ITEM ON A SCALE OF 1 TO 5, PLACING A IN THE APPROPRIATE BOX WHERE:

1 = NO IMPORTANCE TO ME
2 = LITTLE IMPORTANCE TO ME
3 = SOME IMPORTANCE TO ME
4 = IMPORTANT TO ME
5 = VERY IMPORTANT TO ME

PERCENT OF TOTAL RESPONSES

GENERAL INFORMATION ABOUT AN OCCUPATION

	No importance to me 1	Little importance to me 2	Some importance to me 3	Important to me 4	Very important to me 5
A. Descriptive information about an occupation	*	2	17	43	38
B. Requirements of the occupation	*	*	5	36	59
C. Economic information about the occupation	1	1	15	43	40
D. Geographic area covered by information about an occupation	2	8	29	36	25
E. Style and format of the material	2	10	36	38	14
F. Media for dissemination of occupational information	2	6	37	40	15

COMMENTS: _____

*Less than 1%

OCCUPATIONAL INFORMATION QUESTIONNAIRE
FOR JUNIOR COLLEGES OF SAN DIEGO COUNTY

Rank Order of Means

PART I. WHAT INFORMATION ABOUT OCCUPATIONS IS OF MOST WORTH?

A. Descriptive Information About an Occupation

Students N=856				Counselors N=30		
Rank	$\bar{x}$	S.D.	Item	S.D.	$\bar{x}$	Rank
1	4.6	1.16	Opportunities for advancement	.60	4.7	1
2	4.4	.99	Psychological environment and job satisfaction	.40	4.2	5
2	4.4	.94	Job duties	.73	4.5	2
4	4.2	1.12	Where employed--major industries, kinds of employers	.66	4.3	3
4	4.2	.69	Tools, equipment, or instruments used on the job	.94	4.1	6
6	4.0	.94	Physical setting, including safety factors	.89	4.0	7
7	3.9	.90	Hours of work	.88	4.3	3
7	3.9	.71	Social environment	.76	4.0	7
7	3.9	.89	Contribution of the occupation to society	.89	3.4	12
10	3.8	.92	Other occupations related to the job	.66	4.0	7
11	3.7	.93	Vacations	1.01	3.9	10
12	3.4	.71	Social status of the occupation	.85	3.7	11
13	2.8	.92	History of the occupation	.77	2.4	13
14	2.3	.95	Dictionary Of Occupation Titles code numbers	.97	2.2	14

B. Requirements of the Occupation

Personal Requirements for Getting the Job

Students N=856				Counselors N=30		
Rank	x̄	S.D.	Item	S.D.	x̄	Rank
1	4.1	.89	Kinds of aptitudes needed	.81	4.6	1
1	4.1	.79	Kinds of personality needed	.82	4.4	2
1	4.1	.81	Grades required in school subjects	.68	4.2	4
4	4.0	.92	Physical factors needed (stamina, normal vision, etc.)	.72	4.4	2
5	3.7	1.25	Recommended interest patterns	1.04	4.8	7
6	3.4	1.11	Age requirements	.71	4.3	5
7	3.2	.96	Sex requirements	.89	4.3	5

Preparation Requirements for Getting the Job

1	4.4	.77	Special training or education required	.44	4.8	1
2	4.3	.73	School subjects or course of study required	.58	4.6	2
3	4.2	.71	General education required	.56	4.5	5
4	4.1	.94	Requirements for admission to specific schools	.49	4.6	2
4	4.1	.97	Cost, duration of special training or education	.57	4.6	2
6	3.9	1.12	Work experience required	.67	4.4	6
7	3.7	1.00	Financial aids available	.68	4.3	7

Special Entry Requirements for Getting the Job

1	4.2	.93	Special licenses, certificates, degrees required	.74	4.4	1
2	3.8	1.15	Special examinations required	.73	4.1	2
3	3.5	.97	Apprenticeship requirements	.81	4.0	3
4	3.3	1.14	Association, union, or society membership required	.82	3.7	4
5	2.8	1.40	Citizenship requirements	1.08	3.7	4

C. Economic Information About the Occupation

Distribution and Outlook for the Occupation

Students N=856				Counselors N=30		
Rank	$\bar{x}$	S.D.	Item	S.D.	$\bar{x}$	Rank
1	4.4	1.17	Chances of getting job after meeting entry requirements	.72	4.5	1
2	4.2	1.11	Location of current job openings	.68	4.4	2
3	3.1	1.07	Number of workers in the occupation	.69	3.2	4
4	3.0	1.18	Geographical distribution of work force	.82	3.6	3
5	2.6	.80	Number of workers in the occupation by industry	.82	3.0	6
6	2.4	.94	Ratio of men to women in the occupation	.80	3.1	5

Economic Returns of the Occupation

1	4.5	.79	Stability of employment	.66	4.3	2
1	4.5	.76	Beginning earnings, salary increases, peak earnings, lifetime earnings potential	.62	4.6	1
3.	4.2	1.98	Potential span of working life in the occupation	.73	4.1	3
4	4.1	1.17	Fringe benefits, such as retirement plans insurance (health and life)	.73	3.9	4
5	3.4	1.00	Cost to worker for uniforms, tools, equipment, instruments, association or union membership, etc.	.66	3.6	5

D. Geographic Area Covered by Information about an Occupation

Students N=856				Counselors N=30		
Rank	$\bar{x}$	S.D.	Item	S.D.	$\bar{x}$	Rank
1	3.8	1.10	Information applying to all of San Diego County	.80	4.3	1
1	3.8	.99	Information applying to Southern California	.76	4.2	2
3	3.6	1.34	Information applying to the State of California	.82	4.0	3
4	3.2	1.11	Information applying to the total United States	.79	3.3	5
4	3.2	1.30	Information applying to the western region of the United States	.83	3.5	4

PART II. HOW CAN OCCUPATIONAL INFORMATION BE PREPARED IN A MEANINGFUL WAY?

E. Style and Format of the Material

Style

Students N=856					Counselors N=30	
Rank	$\bar{x}$	S.D.	Item	S.D.	$\bar{x}$	Rank
1	3.9	1.04	Use of concrete true-to-life examples to illustrate concepts	.85	4.2	1
2	3.3	.83	Use of lengthy, compound sentences	.82	2.3	7
3	3.2	.87	Use of short, simple sentences	.82	4.1	2
3	3.2	.92	Limited use of technical terms	.86	3.6	3
5	3.0	.97	Use of more complex vocabulary	.82	2.8	5
6	2.9	.98	Liberal use of technical terms	.66	2.3	7
7	2.8	.94	Use of abstract theoretical examples to illustrate concepts	1.00	2.5	6
7	2.8	1.08	Use of words with few syllables	.73	3.5	4

Format

1	4.5	1.11	Use of pictures	1.00	3.5	2
2	3.5	1.05	Narrative presentation	.98	3.3	4
3	3.4	1.02	Use of charts, graphs, and tables	1.00	3.6	1
3	3.4	.98	Use of statistics	.94	3.0	5
5	3.3	1.05	Straight-fact presentation only	1.24	3.4	3
6	2.9	1.13	Story presentation	.82	2.9	6
7	1.9	1.02	Cartoon or comic book presentation	.81	2.3	7

PART III. HOW CAN OCCUPATIONAL INFORMATION BEST BE DISSEMINATED?

F. Media for Dissemination of Occupational Information

Students N=856				Counselors N=30		
Rank	$\bar{x}$	S.D.	Item	S.D.	$\bar{x}$	Rank
1	4.0	.98	Speaking with successful workers	.76	4.1	1
2	3.8	.87	Booklets	.77	3.8	3
3	3.7	.95	Classes on career information	1.09	3.3	10
4	3.6	.85	Attending career conferences	.96	3.5	6
5	3.5	1.04	Periodicals	.78	3.4	9
6	3.4	1.10	Filmstrips	1.10	3.6	4
6	3.4	1.03	Motion pictures	1.15	3.5	6
8	3.2	1.11	Single printed sheet	.91	4.0	2
9	3.1	1.20	Employer recruitment literature	.76	3.5	6
9	3.1	1.10	Television	1.12	3.6	4
11	2.9	1.03	Recordings	1.11	2.9	12
12	2.8	1.07	Radio	.96	3.2	11
13	2.2	1.10	Books such as career fiction novels	.82	2.4	13

PART IV. IN USING OCCUPATIONAL INFORMATION, HOW IMPORTANT IS EACH OF THE FOLLOWING?

General Information about an Occupation

Students N=856				Counselors N=30		
Rank	$\bar{x}$	S.D.	Item	S.D.	$\bar{x}$	Rank
1	4.5	.80	Requirements of the occupation	.68	4.4	1
2	4.2	.64	Economic information about the occupation	.66	4.4	1
3	4.1	.79	Descriptive information about an occupation	.61	4.2	3
4	3.7	1.00	Geographic area covered by information about an occupation	.92	4.0	4
5	3.6	.93	Media for dissemination of occupational information	.72	3.9	5
6	3.5	.89	Style and format of the material	.86	3.5	6

REGIONAL CENTER FOR CAREER INFORMATION
SAN DIEGO COUNTY

Vocational Information for Education and Work
Pilot Run

Temporary Procedures for Distribution of "Viewscript" Cards

A. New Occupations:

1. A set of three aperture cards (C-1-2) will be mailed to the counseling center of each school

2. Cards should be checked for quality either with the Reader-Printer of the Reader.

   . If a card or set of cards is found to be defective, please mark "defective" and mail the card(s) back to the Center immediately

3. Cards should then be promptly filed in the proper card index section.

   . File alphabetically according to the letter in card column 1

B. Updating Occupations Already on File

Updating may be of three kinds:

. Revising card "c" with new data about an occupation

. Revising card "1" with bibliography additions or deletions

. Revising card "2" with additions or deletions in listing of hospital resource personnel

1. The revised card(s) will be mailed to the counseling center of each school.

2. Revised cards should be checked as in item A-2, above.

3. Card(s) being replaced are to be removed from the index file.

   . Mail all replaced cards to the Center promptly

4. Revised card(s) should then be filed as in A-2, above.

REGIONAL CENTER FOR CAREER INFORMATION

SAN DIEGO COUNTY

"VIEW-SCRIPT"

Aperture Card Layout

Pilot Project Run

Field 1	Occupation Title	Columns 1 through 14
Field 2	California-D.O.T. Code	Columns 15 through 20
Field 3	Suggested Aptitude Levels (G.A.T.B.)	Columns 21 through 27
	Column 21 Verbal	Key -
	Column 22 Numerical	1 = Above Average - High
	Column 23 General	2 = Average Range
	Column 24 Clerical	3 = Low-Low Average
	Column 25 Motor Coordination	
	Column 26 Manual Dexterity	
	Column 27 See Film	
Field 4	Related School Subject Areas	Columns 28 through 38
	Column 28 Social Science	
	Column 29 English	Key - X in column denotes related area
	Column 30 Math	
	Column 31 Science	
	Column 32 Trade & Technical	
	Column 33 Business and Clerical	
	Column 34 Foreign Language	
	Column 35 Home Economics	
	Column 36 Art	
	Column 37 Music	
	Column 38 See Film	

Field 5 Minimum Education Level Required

Column 39

Column 39

Key -

1 = 8th - 11th

2 = 12th

3 = 12th + 1 year

4 = 12th + 2 years

Field 6 Occupation Deals with:

Column 40 People

Column 41 Things

Column 42 Ideas

Columns 40 through 42

Key - X in column denotes significant area.

Field 7 Physical Activity

Column 43

Column 43

Key -

1 = Strenuous

2 = Moderate

3 = Light

Field 8 Critical Environment

Column 44

Column 44

Key -

1 = Indoors

2 = Outdoors

3 = Inner Space

4 = Outer Space

5 = See Film

Field 9 Occupation Open to:

Column 45

Column 45

Key -

1 = Men

2 = Women

3 = Both

Field 10 Special Restrictions — Column 46

Column 46

Key -

1 = Health

2 = Character

3 = Motor

4 = Vision-Hearing

5 = See Film

Field 11 License Required — Column 47

Column 47 — Key - X in column denotes License Required

Field 12 Training Available - San Diego County — Column 48

Column 48

Key -

1 = Junior College

2 = High School

3 = Adult Education

4 = Trade or Business

5 = See Film

Field 13 Blank — Column 49

Field 14 Continuation Card Index — Column 50

Column 50

Key

C = Continuation Card(s) Available
1 = First Continuation Card

2 = Second Continuation Card

Field 15 Aperture — Columns 51 through 77

Field 16 Revision Date — Columns 78 through 80

Column 78-79 Month

Column 80 Year

[1]Aptitudes Measured by the General Aptitude Test Battery

The nine aptitudes measured by the GATB are listed below. The letter used as the symbol to identify each aptitude is also shown. In addition percentile ranks and corresponding "Worker Trait Group" card, Field 3, Aptitude Level Ranges are shown.

	Percentiles and Corresponding Aptitude Ranges		
G - Intelligence	99		
	98		
V - Verbal Aptitude	96		
	93		
N - Numerical Aptitude	89		
	84	1	High Above Average
S - Spatial Aptitude	77		
	69		
P - Form Perception	60		
	50	2	Average Range
Q - Clerical Perception	40		
	31		
K - Motor Coordination	23		
	16		
F - Finger Dexterity	11	3	Low Low Average
	7		
M - Manual Dexterity	4		
	2		
	1		

The following are the definitions of the nine aptitudes measured by the GATB:

G - Intelligence. General learning ability. The ability to "catch on" or understand instructions and underlying principles; the ability to reason and make judgments. Closely related to doing well in school

V - Verbal Aptitude. The ability to understand meaning of words and to use them effectively. The ability to comprehend language, to understand relationships between words and to understand meanings of whole sentences and paragraphs.

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[1] The Use of the General Aptitude Test Battery, Section II: Norms, U. S. Department of Labor, Washington, D. C., 1962

N - Numerical Aptitude. Ability to perform arithmetic operations quickly and accurately.

S - Spatial Aptitude. Ability to think visually of geometric forms and to comprehend the two-dimensional representation of three-dimensional objects. The ability to recognize the relationships resulting from the movement of objects in space.

P.- Form Perception. Ability to perceive pertinent detail in objects or in pictorial or graphic material. Ability to make visual comparisons and discriminations and see slight differences in shapes and shadings of figures and widths and lengths of lines.

Q - Clerical Perception. Ability to perceive pertinent detail in verbal or tabular material. Ability to observe differences in copy, to proofread words and numbers, and to avoid perceptual errors in arithmetic computation.

K - Motor Coordination. Ability to coordinate eyes and hands or fingers rapidly and accurately in making precise movements with speed. Ability to make a movement response accurately and swiftly.

F - Finger Dexterity. Ability to move the fingers, and manipulate small objects with the fingers, rapidly or accurately.

M - Manual Dexterity. Ability to move the hands easily and skillfully. Ability to work with the hands in placing and turning motions.

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Aperture Card Occupation Filing Explanation

There are three different "Viewscript" aperture cards for each occupation.

Card	Aperture Content
"Viewscript" Card "C"	Information for each occupation
"Viewscript" Card "1"	Bibliography for each occupation
"Viewscript" Card "2"	Hospital resource personnel for each occupation

A card's designation is coded in Field 14 (Column 50), Continuation Card Index.

Index Tray Arrangement

Alphabetic Index "C" (white index cards located in the front of the tray)

Contains: "Viewscript" Card "C" indexed alphabetically for each occupation.

Alphabetic Index "1" (orange index cards located immediately behind index 1)

Contains: "Viewscript" Card "1" indexed alphabetically for each occupation.

Alphabetic Index "2" (orange index cards located immediately behind index 2)

Contains: "Viewscript" Card "2" indexed alphabetically for each occupation.

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Alphabetical Listing of Occupations

Temporary Index - Pilot Run

Index	Occupation	Index Card Title
A	Admitting Clerk	Admit Clerk
B	Bookkeeper	Bookkeeper
C	Cashier-Hospital	Cashier-Hosp
	Clerk-Typist	Clerk-Typist
	Cook	Cook
	Cook Helper	Cook Helper
D	Dental Assistant	Dental Assist
	Dishwasher (Machine)	Dishwash Mach
E	Electrocardiograph Technician	Elect Card Tech
	Electrician-Hospital	Elect Hosp
	Executive Housekeeper	Exec Housekeep
F		
G	General Office Clerk-Hospital	Of Clerk-Hosp
H		
I		
J		
K	Kitchen Helper	Kit Helper
L	Licensed Vocational Nurse	Lic Voc Nurse
	Linen Room Attendant	Lin Room Atten
M	Maintenance Carpenter	Maint Carpenter
	Maintenance Utility Man	Maint Ut Man
	Medical Assistant	Med Assistant
	Medical Photographer	Photog Med
	Medical Record Librarian	Med Rec Librar
	Medical Secretary	Med Secty

Index	Occupation	Index Card Title
N	Nurse Aide	Nurse Aide
O	Orderly	Orderly
P	PBX Telephone Operator	Tel Op PBX
	Pharmacy Helper	Phar Helper
	Hospital Porter	Porter Hosp
	Psychiatric Technician	Psych Tech
R		
S	Stationary Engineer	Sta Engineer
T		
U		
V		
W	Ward Clerk	Ward Clerk
	Ward Maid	Maid, Ward
X	X-ray Technician	X-ray Tech
Y		
Z		